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AUTHOR Thota, Vykuntapathi
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ABSTRACT

The Planning-Implementing-Evaluating (PIE) approach to teaching seeks to involve students in three basic stages of instruction. Stage 1, planning, includes the identification of student learning objectives, facilities, and methods, and entails the preparation of curriculum, educational materials, and instructional activities. Stage 2, implementing, is the actual execution of a variety of classroom activities. Stage 3, evaluation, is the sum of all tests, quizzes, and other feedback mechanisms. This document offers a flow-chart presentation of this three-stage process. (EMH)

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STUDENT CENTERED P.I.E. TEACHING

VYKUNTAPATHI THOTA, Ph.D.
Department of Educational Media
School of Education
Virginia State College
Petersburg, Virginia 23803

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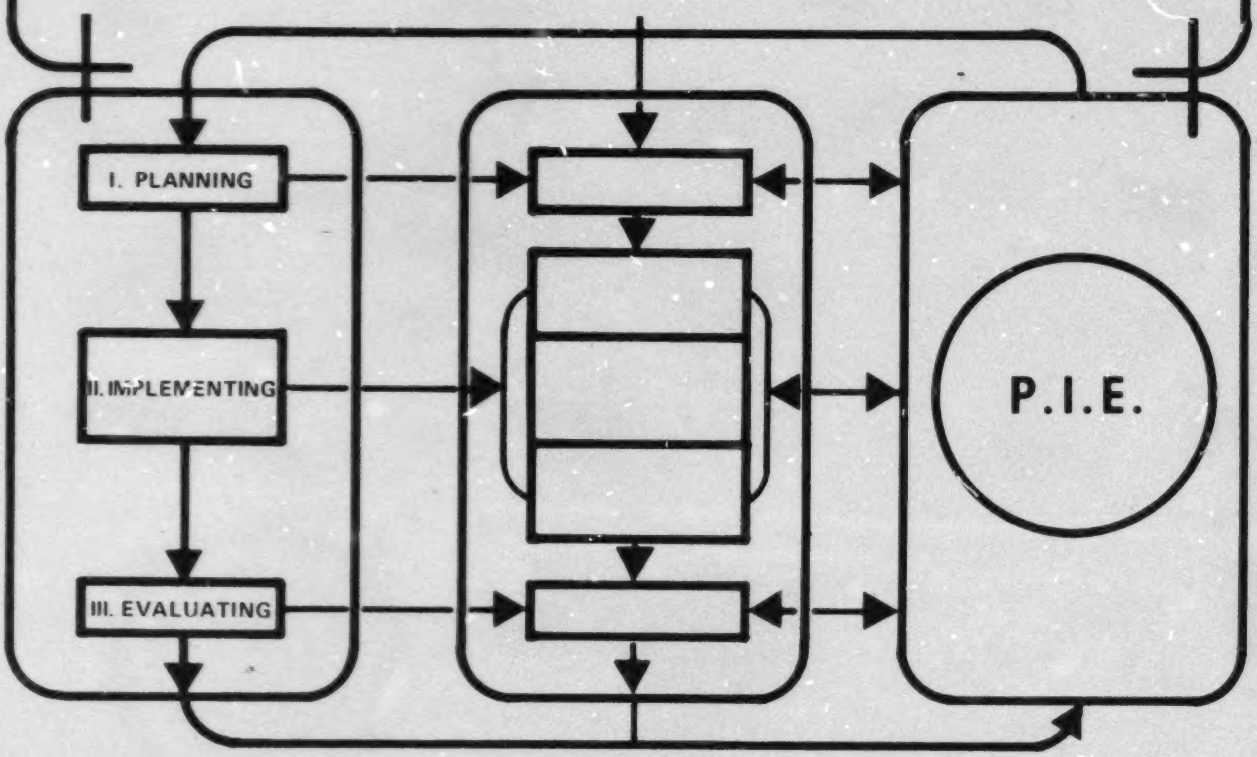

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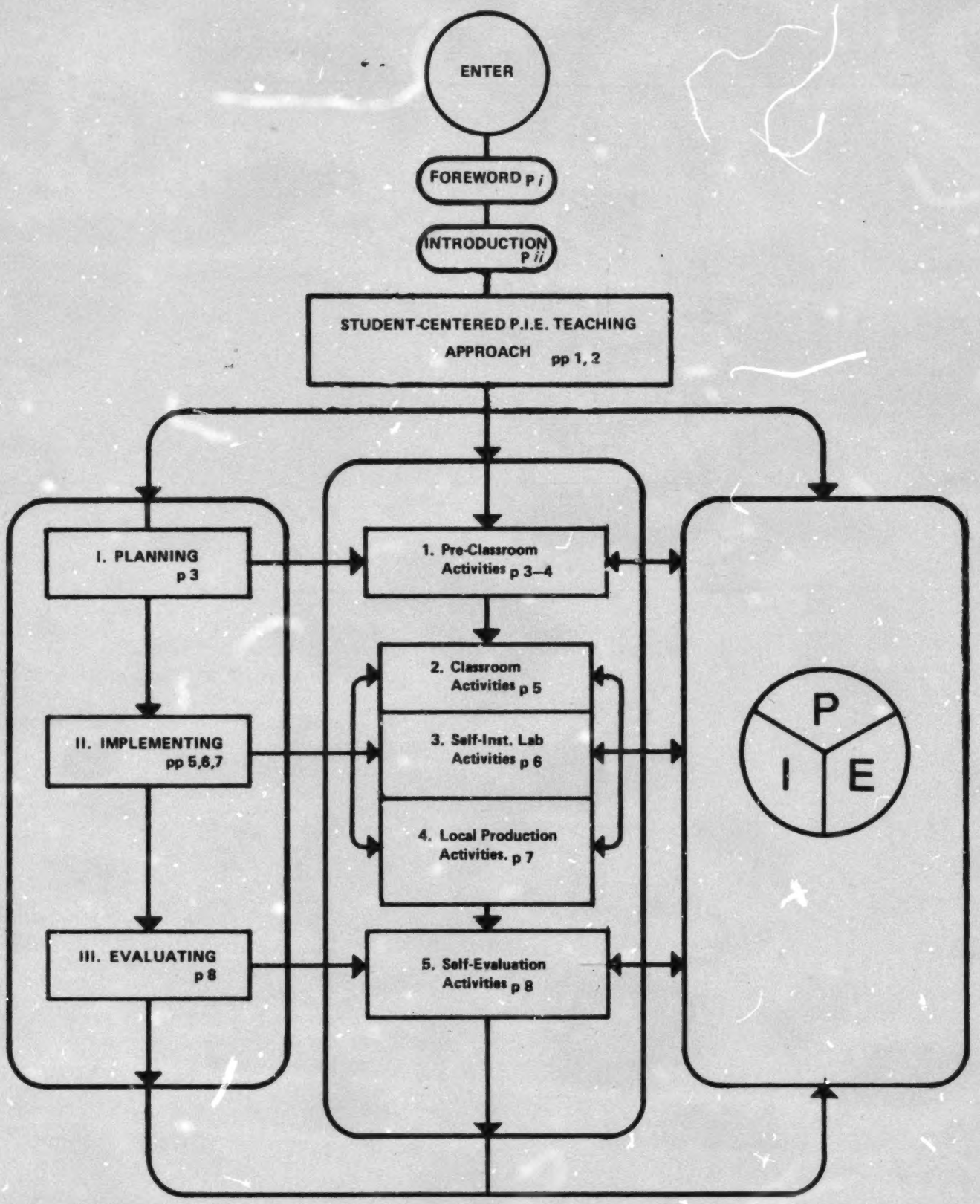
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FOREWORD

By DR. ARNOLD R. HENDERSON, JR., DEAN

SCHOOL OF EDUCATION

VIRGINIA STATE COLLEGE

THE SCHOOL OF EDUCATION AT VIRGINIA STATE COLLEGE CONTINUES TO ENGAGE IN ACTIVITIES AND RESEARCH DESIGNED TO FIND MEANINGFUL STRATEGIES AND READABLE, WORKABLE, PRACTICAL, USEABLE APPROACHES TO THE ART AND SCIENCE OF MOTIVATING STUDENTS IN THE TEACHING-LEARNING ARENA. IT IS OUR BELIEF THAT THE MODEL, "STUDENT-CENTERED P.I.E. TEACHING APPROACH," DEVELOPED BY V. THOTA FALLS IN THE CATEGORY OF A BRIEF MONOGRAPH OUTLINING A PROCESS THAT CAN BE SUCCESSFULLY USED BY TEACHERS WITH STUDENTS AT ALL LEVELS OF DEVELOPMENT FROM SECONDARY THROUGH POST-GRADUATE SCHOOL. THIS STUDENT-CENTERED APPROACH HAS CLEARED THE PEDAGOGICAL JUNGLE HIDING THE SIMPLE ELEMENTS OF INSTRUCTIONAL INTENT. THE BASIC APPROACH IS REDUCED TO

PLANNING,

IMPLEMENTING

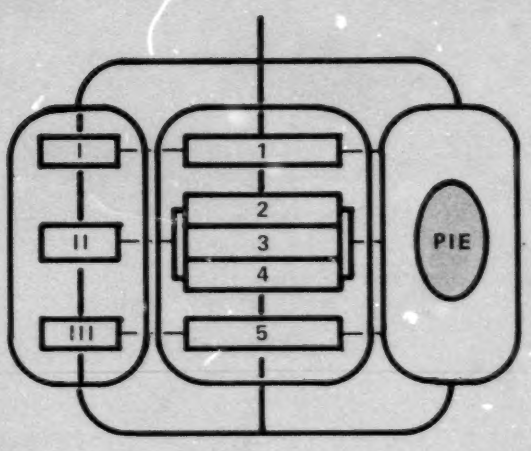
EVALUATING.

THIS MODEL IS DESIGNED TO ASSURE ACTIVE PARTICIPATION IN THE INSTRUCTIONAL PROCESS BY THE LEARNER. IT IS OUR BELIEF THAT P.I.E. IS A USEFUL COMPOSITE OF THE ART AND SCIENCE OF STUDENT-CENTERED TEACHING.

INTRODUCTION

THE AUTHOR HAS CREATED A MODEL "STUDENT-CENTERED P.I.E. TEACHING APPROACH" AND EXPERIMENTED WITH HIS STUDENTS AT UNDERGRADUATE AND GRADUATE LEVELS, IN THE DEPARTMENT OF EDUCATIONAL MEDIA, SCHOOL OF EDUCATION AT VIRGINIA STATE COLLEGE. HE IS PLEASED WITH THE RESULTS AND LIKES TO SHARE HIS MODEL THROUGH THIS STYLIZED MONOGRAPH.

V.THOTA

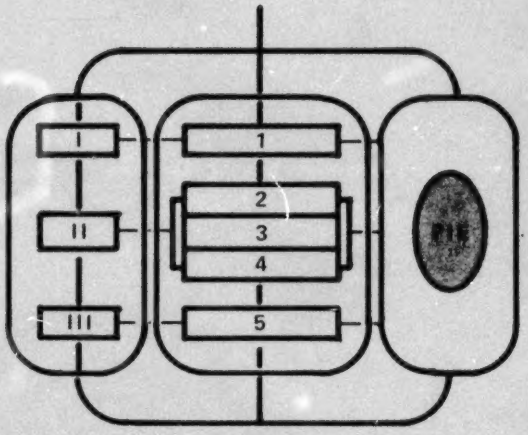


STUDENT-CENTERED P.I.E.

TEACHING

THE P.I.E.* APPROACH TO TEACHING IS STUDENT CENTERED. THIS APPROACH IS BUILT UPON THE PREMISE THAT WHEN A STUDENT IS ACTIVELY PARTICIPATING IN AN INSTRUCTIONAL PROGRAM THE STUDENT IS LEARNING.

THE P.I.E. TEACHING APPROACH IS COMPOSED OF THREE BASIC STAGES: I: PLANNING, II: IMPLEMENTING, AND III: EVALUATING. WITHIN EACH OF THESE STAGES, THERE ARE SEVERAL FUNCTIONS WHICH BRING ABOUT THE WHOLE STUDENT-CENTERED TEACHING APPROACH (FIGURE 1).



*P.I.E;
P: PLANNING, I: IMPLEMENTING, and
E: EVALUATING.

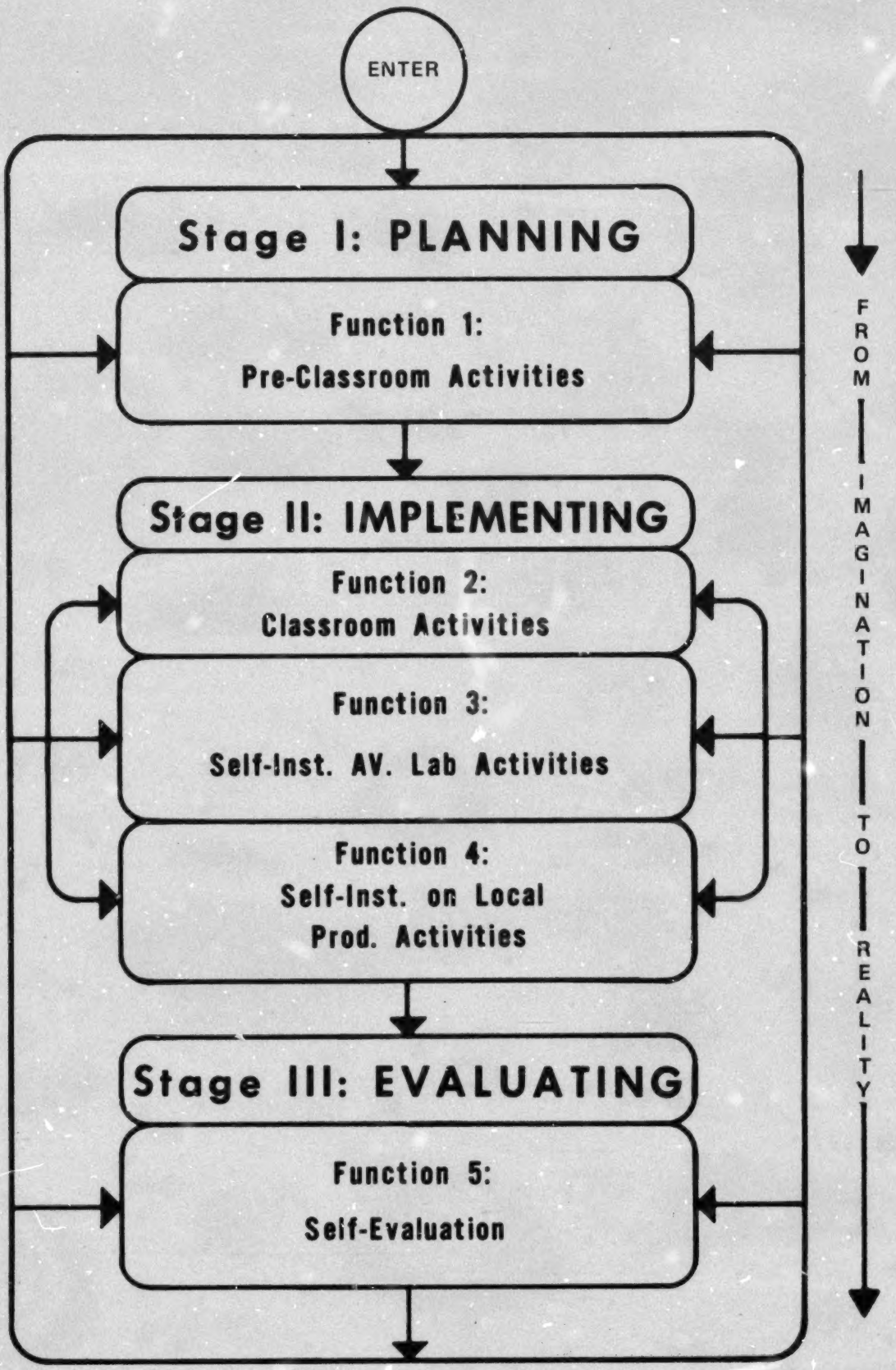


Figure 1. STUDENT-CENTERED P.I.E. TEACHING

Stage I: PLANNING

PRIOR TO THE INITIAL CLASS MEETING MUCH PREPARATION IS MADE TO INSURE THAT THE STUDENTS WILL BENEFIT GREATLY FROM THE COURSE PROGRAM. DURING THE PLANNING STAGE THE INSTRUCTOR ESTABLISHES PRE-CLASSROOM ACTIVITIES.

Function 1: Pre-Classroom Activities

SUGGESTED ACTIVITIES:

BEGIN WITH AN IDEA (I: IDENTIFY, D: DEVELOP, E: ENCOURAGE, AND A: ARRANGE).

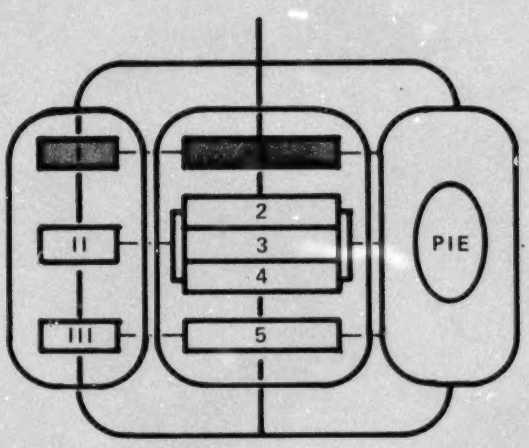
IDENTIFY:

–STUDENTS

–OBJECTIVES

–FACILITIES

–METHODS, ETC.,



DEVELOP:

–COURSE OUTLINE

–HANDOUTS

–SELF-INSTRUCTIONAL AUDIOVISUAL LABORATORY

–SELF-INSTRUCTIONAL LABORATORY ON LOCAL PRODUCTION TECHNIQUES

–TRANSPARENCIES

–SLIDES

–MULTIMEDIA MATERIALS, ETC.,

ENCOURAGE STUDENTS TO READ ON:

–SELECTED AUDIOVISUAL TEXT BOOKS

–AUDIOVISUAL PERIODICALS

–MULTIMEDIA MATERIALS, ETC.,

ARRANGE ACTIVITIES FOR:

–LARGE GROUP PRESENTATION

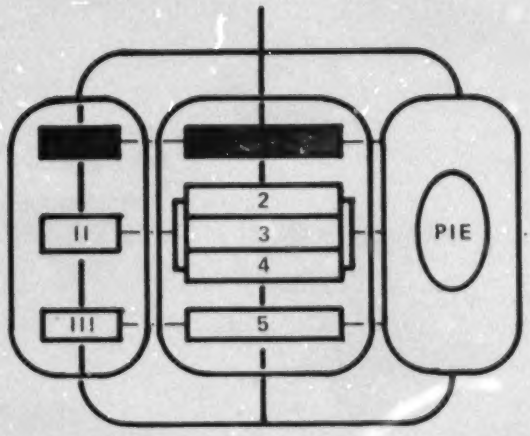
–MEDIUM GROUP PRESENTATION

–SMALL GROUP PRESENTATION

–TEAMING STUDENTS

–INDEPENDENT STUDY

–EVALUATION, ETC.,



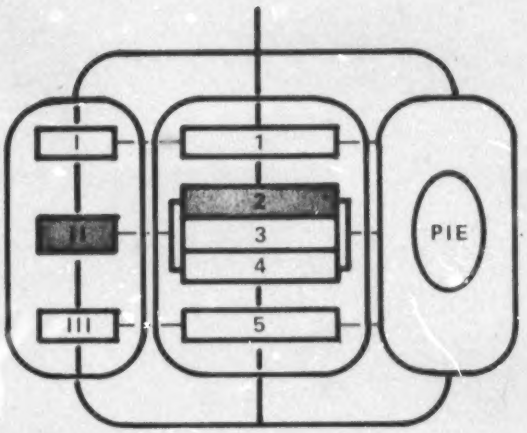
Stage II: IMPLEMENTING

ONCE THE PLANNING HAS BEEN DONE AND THE STUDENT'S NEEDS HAVE BEEN ASSESSED, THE IMPLEMENTING STAGE OCCURS. DURING THE IMPLEMENTING STAGE, CLASSROOM ACTIVITIES EVOLVE THEORY, DEMONSTRATION AND PRACTICE. ONCE THIS HAS BEEN ACCOMPLISHED, SELF-INSTRUCTION IN AUDIOVISUAL EQUIPMENT LABORATORY AND LOCAL PRODUCTION ACTIVITIES TAKE PLACE.

Function 2: Classroom Activities

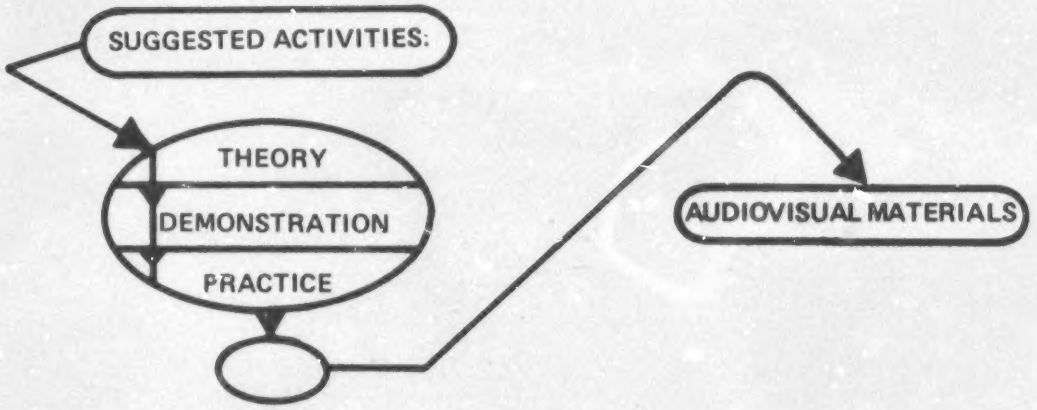
SUGGESTED ACTIVITIES:

LARGE GROUP PRESENTATION
MEDIUM GROUP PRESENTATION
SMALL GROUP INSTRUCTION
TEAMING STUDENTS
INDEPENDENT STUDY
INTERACTION
DEBATING
PRE-TEST
QUIZZES
PREVIEW ACTIVITIES, ETC.,

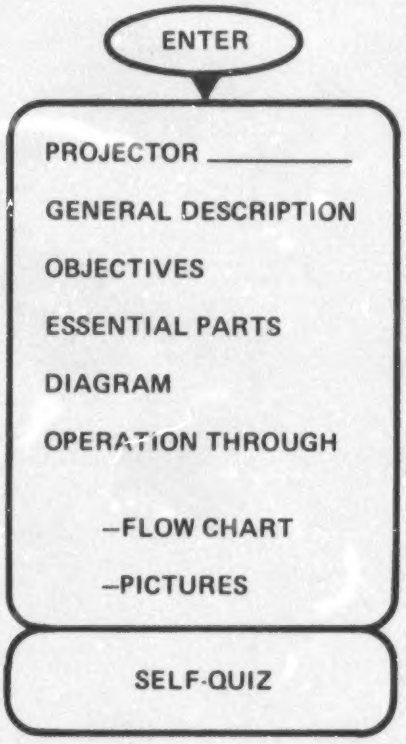


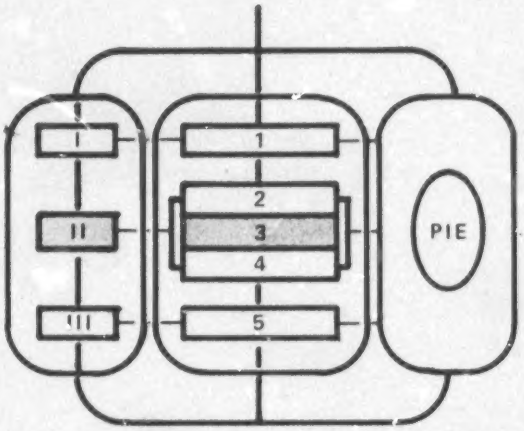
Function 3: Self-Instructional

Audiovisual Lab Activities

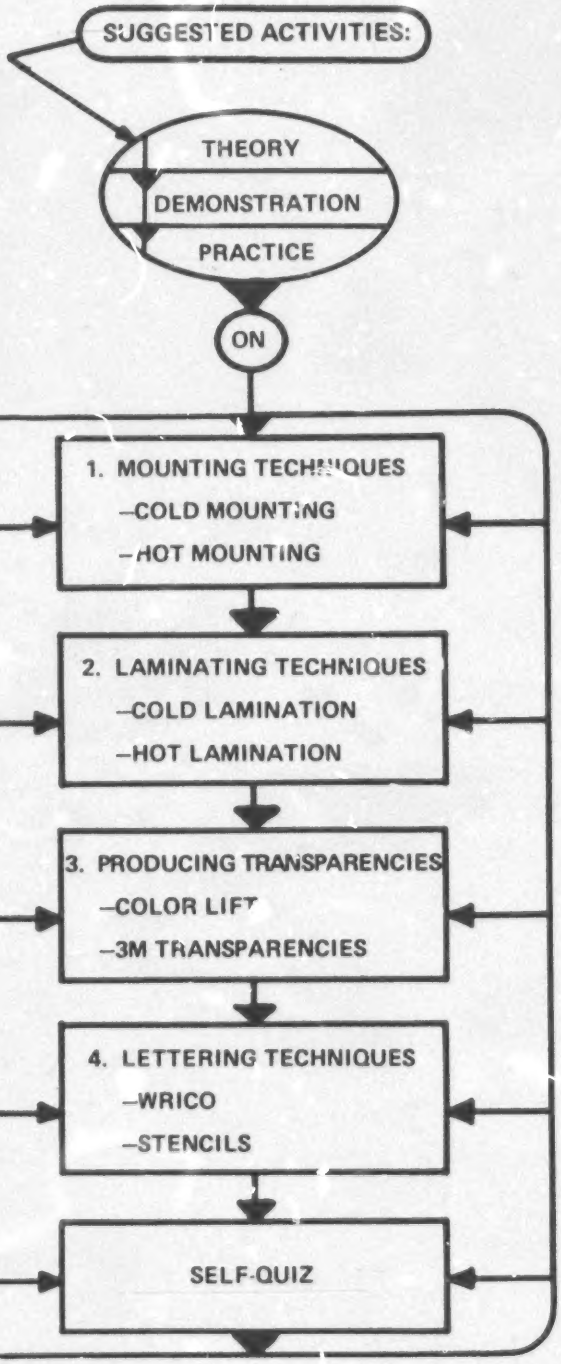


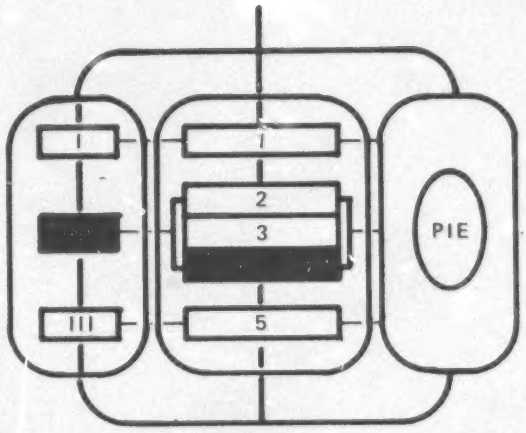
SAMPLE PROGRAM OF SELF-INSTRUCTION
ON AUDIOVISUAL MATERIAL





Function 4: Self-Instruction on Local Production Activities





Stage III: EVALUATING

THE P.I.E. TEACHING APPROACH IS COMPLETED AT THE FINAL STAGE EVALUATING. THIS EVALUATION TAKES MANY FORMS. BUT THE DOMINANT CHARACTERISTIC OF THE EVALUATION IS THAT DONE BY THE STUDENT, A SELF-EVALUATION.

Function 5: Self-Evaluation Activities

SUGGESTED ACTIVITIES:

PRE-TEST
SELF-EVALUATION ON AUDIOVISUAL EQUIPMENT
SELF-EVALUATION ON LOCAL PRODUCTION TECHNIQUES
SMALL GROUP PRESENTATIONS
PREVIEWING ACTIVITIES
QUIZZES
SHOW & TELL
PROJECTS PRESENTATION
POST-TEST, ETC.,